

Research Problem Review 77-9

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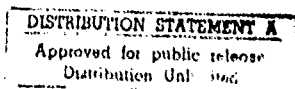
LEVEL II

EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE FOR COMBAT ARMS SOLDIERS

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and Joseph F. Lombardo, Jr.

INDIVIDUAL TRAINING AND SKILL EVALUATION TECHNICAL AREA

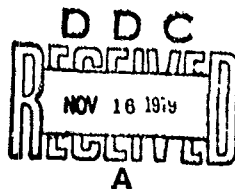
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U. S. Army

Research Institute for the Behavioral and Social Sciences

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Technical Director

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Performance-Based
Skill Evaluation

Research Problem Review 77-9
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6 EVALUATION INSTRUMENTS FOR THE
BASIC NONCOMMISSIONED OFFICER COURSE FOR COMBAT ARMS SOLDIERS

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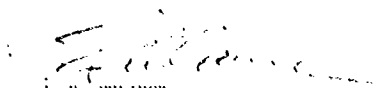
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Uhlener

FOREWORD

The Individual Training & Skill Evaluation Technical Area of the Army Research Institute for the Behavioral and Social Sciences (ARI) supports Army training not only by basic technological research on performance-based training and criterion-referenced testing but by specific programs aimed at improving efficiency and economy of training, evaluation, and utilization of the individual enlisted soldier. Programs are carried out within the Technical Area and in ARI Field Units, and include research on cost-effective individualized performance-based training for both service schools and units, such as the Individual Extension Training System (IETS) for the combat arms, and performance-based, job-referenced evaluation techniques for individual training and personnel management (Skill Qualification Tests).

The present Research Problem Review reports on an initial element of this program. ARI assisted the Army Training & Doctrine Command (TRADOC) and proponent service schools by providing data-collection instruments and a method of quality control for a pilot Basic Noncommissioned Officer Course (BNCO) in the combat arms. After the evaluation, TRADOC implemented the course worldwide in 1977; the Infantry School is conducting an on-going evaluation of the implemented course. The research was done in support of the Enlisted Personnel Management System and TRADOC, and under Army Project 2Q763731A770.


J. E. UHLANER
Technical Director

EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE
FOR COMBAT ARMS SOLDIERS

BRIEF

Requirement:

To develop ^{an} evaluation program and questionnaire ^{was accepted} for a pilot Basic Noncommissioned Officer Course in the combat arms (BNCOC/CA).

Research Product:

ARI designed two types of instruments for evaluating and refining the pilot course, (1) questionnaires to obtain subjective judgments from students and instructors, and (2) task-performance score forms to record MOS-specific training data. Instruments were tailored to 10 different MOS.

The complete package consisted of a manual for administering the evaluation program, performance-based tests of skills covered in courses, and summary reports of validity of tests and of the application, also a model and method for achieving quality control in lower and medium level NCO courses.

Utilization:

Not only did TRADOC and the service schools use the instruments to revise and judge the effectiveness of the pilot course but the score forms serve as an operational training record for the NCO Academy, for individuals and entire classes.

The BNCOC/CA course was implemented worldwide in 1977, with an expected 10,000 graduates each year. Its successful evaluation and implementation are a major contribution to the Enlisted Personnel Management System.

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EVALUATION INSTRUMENTS FOR THE BASIC NONCOMMISSIONED OFFICER COURSE FOR COMBAT ARMS SOLDIERS

BACKGROUND

The Department of the Army established an Enlisted Personnel Management System (EPMS) in 1974, creating a new career system for enlisted personnel. EPMS provides comprehensive training and testing for all enlisted skill levels. The first level consists of Basic Combat and Advanced Individual Training. In the combat MOS, the four subsequent levels of training constitute the Noncommissioned Officer Education System (NCOES): Primary (PNCOC), Basic (BNCOC), Advanced (ANCOC), and Senior Noncommissioned Officer Course (SNCOG). Figure 1 shows the relations among courses, skill levels, and pay grades; for example, PNCOC prepares grade E4 or E5 soldiers for E5 duty positions at skill level 2.

In 1976 EPMS implementation required redesigning BNCOC for 10 combat arms MOS (listed in Table 1) and relocating it to the Noncommissioned Officer (NCO) Academies (Table 2). The combat service schools -- Infantry, Armor, Engineer, Field Artillery, and Air Defense-- revised BNCOC for combat arms (BNCOC/CA). BNCOC/CA trains soldiers for E6 jobs (skill level 3), develops their weapons and equipment expertise in skill level 3 critical tasks, and teaches soldiers to supervise and train subordinates. The course emphasizes performance techniques to train soldiers in MOS tasks.

The four-week core course consists of three phases (Figure 2). The NCO academies can increase course length or slightly modify portions of the core instruction to meet local requirements. For Phase III the academies also tailor the course to incorporate local unit missions and standard operating procedures. The course description is paraphrased from the instruction program written by the proponent service schools.

Phase I integrates diagnostic pretesting with performance training. Diagnostic tests measure the soldier's proficiency on tasks trained in Phase II. The tests identify tasks on which the soldier needs training and those on which the soldier qualifies to train peers. The performance block employs Training Extension Course (TEC) lessons, practical exercises, and UTRAIN materials. UTRAIN is a 10-hour course designed to teach officers and NCOs how to conduct performance-oriented training in their units (Osborne, Ford, Moon, Campbell, Root and Word, 1976).

Phase II consists of MOS specific training in skill level 3 tasks established as critical by the service schools. Academy cadre set up individualized programs for students based on their diagnostic test results. Students train on tasks not mastered, and on tasks mastered they train fellow students. For the performance portion, each student conducts a minimum of two peer instruction sessions. Instructors monitor peer instruction to insure that student trainers have the necessary materials, are otherwise prepared to train, and training

PAYGRADE
(supervisor/ job)

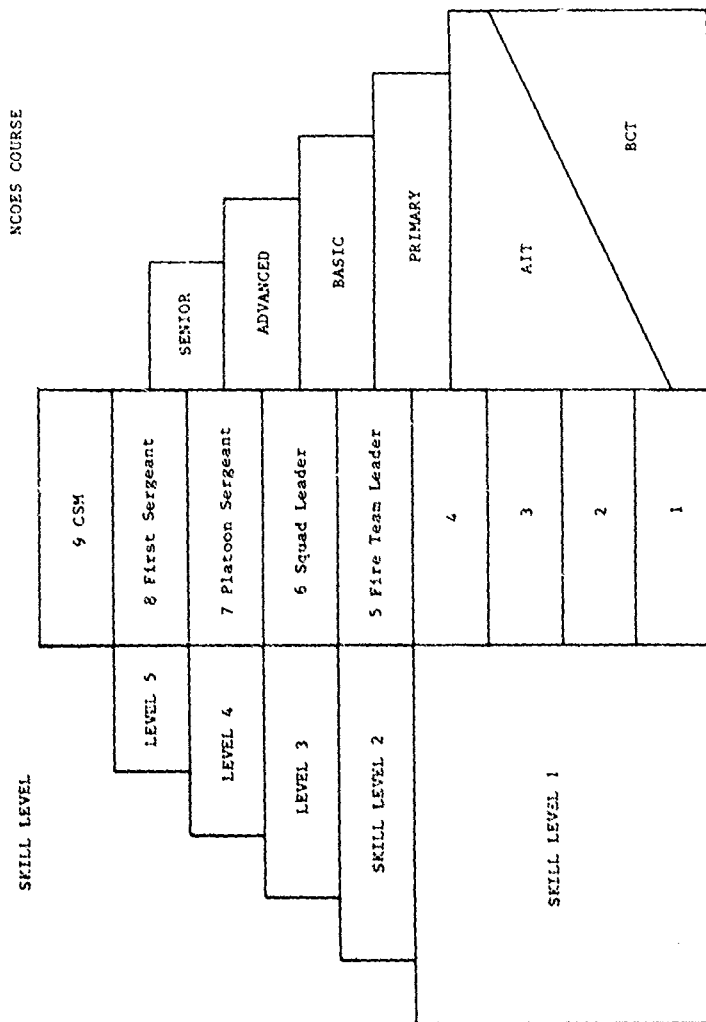


Figure 1. Relationships of Skill Levels, Paygrade, and NCOES Course

TABLE 1

COMBAT ARMS MOS PARTICIPATING IN BNCOC/CA

Infantry

Infantryman	11B
Indirect Fire Infantryman	11C

Armor

Armor Reconnaissance Specialist	11D
Armor Crewman	11E

Engineer

Combat Engineer	12B
-----------------	-----

Field Artillery

Field Artillery Crewman	13B
Fire Direction Specialist	13E
Fire Support Specialist	16F

Air Defense Artillery

Chaparral/Redeye Crewman	16F
Short Range Air Defense Artillery Crewman	16R

TABLE 2

BNCOC/CA TRAINING LOCATIONS

USAREUR - CATC. VILSECK

FORSCOM INSTALLATION NCOA

FT BRAGG	FT LEWIS	ALASKA
FT CAMPBELL	FT ORD	CANAL ZONE
FT CARSON	FT POLK	HAWAII
FT HOGG	FT RILEY	

TRADOC INSTALLATION NCOA

FT BENNING	FT KNOX	FT SILL
FT BLISS		

PHASE I	PHASE II	PHASE III
INDIVIDUAL TRAIN TO TRAIN	TRAIN IN MOS CRITICAL TASKS USING TECHNIQUES ACQUIRED IN PHASE I	TRAIN AS COLLECTIVE TRAINER
PRE-	11B INFANTRYMAN	COLLECTIVE
TESTING	11C INDIRECT FIRE INFANTRYMAN	TRAINING
-AND-	11D ARMOR RECONNAISSANCE SPECIALIST	TECHNIQUES
CONDUCT OF	11E ARMOR CREWMAN	-OR-
PERFORMANCE ORIENTED TRAINING	12B COMBAT ENGINEER	FIELD
(USE OF TRAINING MATERIALS, TECHNIQUES AND DEVICES)	13B FIELD ARTILLERY CREWMAN	EXERCISE
	13C FIRE DIRECTION SPEC	(ARTEP and REALTRAIN)
	13F FIRE SUPPORT SPECIALIST	
	16P CHAPARRAL/PEDEYE CREWMAN	
	16Z SHORT RANGE AIR DEFENSE ARTILLERY CREWMAN	
1 WEEK	2 WEEKS	1 WEEK
APPROXIMATE TRAINING TIME		

Figure 2. Basic NCO Course for Combat Arms (EXCOC/CA)

standards are maintained. When student trainers fail to perform satisfactorily, they retake UTRAIN and do additional peer instruction. Skill training beyond the core tasks is available.

Phase III comprises collective tactical training. It consists of several combined arms tactical exercises developed from the Army Training and Evaluation Program (ARTEP). Infantry, Armor and Engineer students practice SCOPES and REALTRAIN techniques, functioning both as engagement simulation players and controllers. The graduate is expected to function as an engagement simulation controller in his unit and to maximize training benefits to ARTEP.

Field Artillery forward observers receive training in REALTRAIN indirect fire marking techniques and practice as REALTRAIN players and controllers. Other Field Artillery and Air Defense students participate in field exercises other than REALTRAIN; for example, they learn convoy procedures, battery position defense, and M31 Artillery trainer exercises.

In summary, BNCOC/CA integrates programs of instruction (POI) from five service schools (Infantry, Armor, Engineer, Field Artillery, and Air Defense). It teaches soldiers performance training (including conduct and control of field exercises), shows them their deficiencies in critical MOS tasks as squad leaders, and trains them in those tasks. The pilot course ran at Fort Hood, TX, between 13 September and 8 October 1976. The Army Training and Doctrine Command (TRADOC) and the service schools evaluated the course to assess instructional quality and produce data for revising and improving course content before worldwide implementation. ARI assisted TRADOC and the service schools in formulating an evaluation plan and producing data collection instruments.

INSTRUMENTS

Two types of instruments were produced: questionnaires to obtain subjective judgments from students and instructors, and task performance score forms to record MOS-specific training data.

The appendix contains the questionnaires written for the Engineer portion of the course. Questionnaires for the other MOS are similar, but tailored to each MOS. Instructors administered questionnaires for each phase at its end. Phase I questions concern diagnostic testing and performance training. Phase II questions focus on tasks, peer instruction, performance tests, and the training sequence. For Phase III, questions for REALTRAIN students and instructors center on effectiveness of the engagement simulation training. Questions for the other

REALTRAIN is an engagement simulation technique developed for the maneuver arms. It provides realistic, two-sided, free play tactical training (Shriver, Mathers, Griffin, Jones, Word, Root, and Hayes, 1975).

students and instructors involve effectiveness of their training exercises. All students and instructors received an end-of-course questionnaire addressing perceived training effectiveness, task relevance to the job, and course design.

ARI designed the score forms to record individual performance on task elements including number of times retrained and retested. Additional forms summarize task performance data by MOS. All students used common score forms for performance training, Phase I. ARI used a common format to develop forms for six MOS of Phase II; Figure 3 shows a sample task score form for MOS 11B, Infantryman. ARI produced analogous score forms to record individual soldier's performance for several MOS (11B, 11C, 12B, 13B, 16P, and 16R). The remaining MOS did not require detailed individual score forms.

UTILIZATION

The BNCOC/CA evaluation questionnaires and score forms have two primary uses. First, TRADOC and the proponent service schools used them in POI revision. School personnel responsible for course development received students' and trainers' subjective judgment and performance scores. They also obtained detailed information on pilot course training effectiveness. Second, the forms serve as an operational training record maintained by the NCO Academy. The task performance summaries show proficiency profiles for individual students and for each class as a whole. The data collection and summary instruments are updated as the POI is revised.

The course was implemented worldwide in 1977 (see Table 2 for locations), with an expected 10,000 graduates per year. ARI briefed BNCOC/CA cadre on the purpose, procedures, and instruments during cadre training at Fort Benning, GA in November 1976. Because of the high output in BNCOC/CA, its successful implementation and evaluation constitute a major contribution to EPMS.

REFERENCES

Osborn, W. C., Ford, J. P., Moon, H. L., Campbell, R. C., Root, R. T., and Word, L. E. Development of new training concepts and procedures for unit trainers. Army Research Institute, Research Report 1189, March 1976.

Shriver, E. L., Mathers, B. L., Griffin, G. R., Jones, D. R., Word, L. E., Root, R. T., and Hayes, J. F. REALTRAIN: A new method for tactical training of small units. Army Research Institute, Technical Report S-4, December 1975.

APPENDIX A

BASIC NCO COURSE

Student Debriefing Form: 12B

Name: _____

Phase I: Pretesting and Train to Train

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

1. Do you feel that the pre-testing helped you learn more efficiently? ☐ ☐
2. Do you feel you would have done better on the pre-tests if you had been given the training objectives a couple of weeks before the class began? ☐ ☐
3. Do you feel the self-paced study used in the TRAIN to TRAIN lessons was effective? ☐ ☐
4. Did the practical exercises help you meet the performance oriented training objectives? ☐ ☐
5. Did you find the performance oriented training block had the right amount of detail for your accomplishing the objectives? ☐ ☐

If you checked the "NO" block, please circle the appropriate number:

- 5a. The training block had too much detail.
 - 5b. The training block had too little detail.
6. Do you feel confident you can conduct performance oriented training sessions? ☐ ☐

BASIC NCO COURSE

Student Debriefing Form: 12R

Name: _____

Phase II: Summary: MOS Training

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

- | | | |
|--|--------------------------|--------------------------|
| 1. Do you feel that the pre-testing was used effectively? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you feel you would have done better on the pre-tests if you had been given the training objectives a couple of weeks before class began? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Were all, or almost all, tasks selected for the 12B training at an appropriate level? | <input type="checkbox"/> | <input type="checkbox"/> |

If you checked the "NO" block, please answer the following:

3a. Which tasks were at too high a difficulty level:

3b. Which tasks were at too low a difficulty level:

4. What subject areas need more training objectives (what tasks or blocks of tasks need more and/or clearer objectives to achieve the performance required)?
5. What subject areas need fewer training objectives (what tasks or blocks of tasks need fewer objectives to achieve the performance required)?

BASIC NCO COURSE

Student Debriefing Form: 12B, page two

Name: _____

Phase II: Summary: MOS Training

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

6. Were you always informed of the training objective at the beginning of the training blocks of instruction?

☐☐

7. When you acted as a trainer, was there enough training guidance given?

☐☐

8. When you acted as a trainer, were the references you were given adequate?

☐☐

9. Did the different blocks of instruction on 12B tasks fit together in a logical way?

☐☐

Comment:

10. Do you feel the student-led instruction was effective in preparing you on 12B tasks?

☐☐

Comment:

11. Do you feel the performance tests accurately tested the training objectives?

☐☐

BASIC NCO COURSE

Student Debriefing Form: 12B

Name: _____

Phase III: Collective Training

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

1. Do you think REALTRAIN is an effective teaching tool?

☐☐

Comment:

2. Do you feel that you will be an effective REALTRAIN controller when you return to your unit?

☐☐

Comment:

BASIC NCO COURSE

Student Debriefing Form: 12B

Name: _____

General Course Evaluation

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

1. Overall, do you feel your attendance at the Basic NCO Academy will help you perform more effectively as a 12B squad leader (skill level 3 duty)?

☐☐

Comment:

2. Which tasks do you feel are the most relevant in preparing for a squad leader position?

3. Which tasks do you feel were really not relevant preparation for squad leader duty?

4. Do you feel that using students as trainers was a useful, effective tool in preparing you for a squad leader position?

☐☐

Comment:

5. If you could change any blocks of the 12B training phase of the NCO course, what would you change and how would you change it?

6. Are there any tasks which you feel have been left out that should be added into the program of instruction?

☐☐

What tasks?

Basic NCO Course

Name: _____

Task Designation/Block of Tasks

Date: _____

Task Designation	Will it be useful to 12B Sqd. Ldr.	Does it belong in NCO Basic	Suggestions to improve task instruction or other comments:
12B-01-05 RECON. FOR ENGINEERS	YES NO	YES NO	
12B-06 BRIDGING	YES NO	YES NO	
12B-07 BAILEY BRIDGE & JACK DOWN	YES NO	YES NO	
12B-08-09 ASSAULT RIVER CROSSING	YES NO	YES NO	
12B-10 LIGHT TACTICAL BRIDGE/RAFT	YES NO	YES NO	
12B-11-17 WAT6/CLASS RAFTS/BRIDGES	YES NO	YES NO	
12B-12-20 FIXED SPAN	YES NO	YES NO	
12B-21 EXPEDIENT LIFTING DEVICES	YES NO	YES NO	

Basic NCO Course

Name: _____

Task Designation/Block of Tasks

Date: _____

Task Designation	Will it be useful to 12B Sqd. Ldr.	Does it belong in NCO Basic	Suggestions to improve task instruction or other comments:
12B-22 NON-EXPLOSIVE ANTI-VEH OPS	YES NO	YES NO	
12B-23 BARBED WIRE ENTANGLEMENTS	YES NO	YES NO	
12B-24 BILL OF MATERIALS	YES NO	YES NO	
12B-25 SHELTER CONSTRUCTION	YES NO	YES NO	
12B-26 HASTY HELICOPTER LZ	YES NO	YES NO	
12B-27-31 EXPEDIENT ROADS & REPAIRS	YES NO	YES NO	
12B-32-35 RESERVED DEMOLITIONS	YES NO	YES NO	
12B-36-41 OBSTACLES VIA EXPLOSIVES	YES NO	YES NO	

Basic NCO Course

Name: _____

Task Designation/Block of Tasks

Date: _____

Task Designation	Will it be useful to 12B Sgd. Ldr.	Does it belong in NCO Basic	Suggestions to improve task instruction or other comments:
12B-42-43 BREACH/CLR NON-MINE OBS.	YES NO	YES NO	
12B-44-48 STD. PATTERN MINEFIELD	YES NO	YES NO	
12B-49-51 INST. DETECT. NEUT. DEV.	YES NO	YES NO	
12B-52-56 BREACH/CLR MINEFIELDS	YES NO	YES NO	
12B-57-58 HASTY PROTECT. MINEFIELD	YES NO	YES NO	
12B-59 POINT MINEFIELDS	YES NO	YES NO	
12B-60 HBC 1 REPORTS	YES NO	YES NO	
12B-62 SQUAD DEFENSIVE OPERATION	YES NO	YES NO	

Basic NCO Course

Name: _____

Task Designation/Block of Tasks

Date: _____

Task Designation	Will it be useful to 12B Sqd. Ldr.	Does it belong in NCO Basic	Suggestions to improve task instruction or other comments:
12B-63 TANK KILLER TEAM OPERATION	YES NO	YES NO	
12B-01A BAILEY BRIDGES	YES NO	YES NO	
12B-02A ANCHORAGE SYSTEM	YES NO	YES NO	
12B-03A RIG. EXT. HELI-LIFT OPS.	YES NO	YES NO	
12B-04A CALCULATIONS FOR MINEFIELD	YES NO	YES NO	
12B-05A M416 CLASS R & B STUDY	YES NO	YES NO	
12B-06A SPEC. TERRAIN RECON.	YES NO	YES NO	
12B-07A BRIDGE DESTRUCT. GUIDELINES	YES NO	YES NO	

Basic NCO Course

Name: _____

Date: _____

Task Designation/Block of Tasks

Task Designation	Will it be useful to 12B Sgd. Ldr.	Does it belong in NCO Basic	Suggestions to improve task instruction or other comments:
12B-08A SURVIVE/CHEM.-BIO. ENVIRON.	YES NO	YES NO	
12B-09A TARGET LOCAT(POLAR/PLOT).	YES NO	YES NO	
12B-10A DETERMIN. DIRECTION	YES NO	YES NO	
12B-11A TARGET LOCAT(KNOWN PT).	YES NO	YES NO	
12B-12A CALL FOR FIRE	YES NO	YES NO	
12B-13A EQUIP. SVC. CRITERIA	YES NO	YES NO	
12B-14A EARTHWORK ESTIMATION	YES NO	YES NO	
	YES NO	YES NO	

BASIC NCO COURSE

Trainer Debriefing Form: 12B

Name: _____

Phase I: Pretesting and TRAIN to TRAIN

Date: _____

1. What were the major problems you observed during pre-testing and student placement?

2. Do you feel the pre-testing was generally effective?

YES

☐

NO

☐

Comment:

3. What major student difficulties did you observe during the performance oriented training (TRAIN to TRAIN)?

4. How long did it take most students to complete the performance-oriented training objectives?

Please circle the appropriate number(s):

4a. All or most completed within the planned time.

4b. Many took less than the planned time.

4c. Many took more than the planned time.

Comment:

BASIC NCO COURSE

Trainer Debriefing Form: 12B

Name: _____

Phase II: Summary: MOS Training

Date: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

1. Do you feel the pre-testing was generally effective, based on your experience with the 12B training in Phase II?

YES

NO

☐☐

2. Based on your experience with the pre-testing and the 12B training in Phase II, do you feel those were the right pre-tests?

☐☐

If you checked the "NO" box, do you feel that some pre-tests can be added or deleted from those in Phase I?

☐☐

Please circle the appropriate number:

- 2a. Need to add some pre-tests.

- 2b. Need to delete some pre-tests.

Which pre-tests?

3. Were the tasks selected for training the ones with the correct skill training level?

☐☐

4. What subject areas need more training objectives (what tasks or blocks of tasks need more objectives or clearer objectives to achieve the required performance)?

5. What subject areas need fewer training objectives (what tasks or blocks of tasks need fewer objectives to achieve the required performance)?

6. Was enough training guidance given for the student instructors?

☐☐

- | | YES | NO |
|--|--------------------------|--------------------------|
| 7. Were the references and training support materials adequate? | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Did the different blocks of instruction on 12B tasks fit together in a logical way? | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do you feel the performance tests accurately tested the training objectives for each task? | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Were the "NOTES TO EVALUATOR" effective for judging the field exercise training objectives? | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Do you feel the students actively participated in the tactical exercise training - not just going through the motions? | <input type="checkbox"/> | <input type="checkbox"/> |

BASIC NCO COURSE

Trainer Debriefing Form: 12B

Name: _____

Phase III: Collective Training

Date: _____

1. Do you think REALTRAIN is an effective teaching tool? YES NO
 ☐ ☐

Comments:

2. What improvements would you suggest for the REALTRAIN exercises?

BASIC NCO COURSE

Trainer Debriefing Form: 12B

General Course Evaluation

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

1. Did students maintain a positive attitude throughout the course?
2. Did you as a trainer have sufficient guidance, instructions, etc., for establishing and managing your course?

☐☐☐☐

If the "NO" box was checked, state below what was lacking:

3. What areas need immediate revision?

4. Were training and test time allotments fairly accurate?

☐☐

Comments:

5. Did the MOS mix create problems?

☐☐

If the "YES" box was checked, what were the problems?

BASIC NCO COURSE

Trainer Debriefing Form: 12B

Task Designation: _____

Date: _____

Principal Trainer: _____

Time Ended: _____

Location: _____

Time Begun: _____

Number of NCO Trainees: _____

Time Used: _____

PLACE A CHECK MARK IN THE APPROPRIATE BOX:

YES

NO

0. I taught and/or observed training in this task.
IF THE "NO" BOX WAS CHECKED, STOP HERE AND TURN IN FORM

☐☐

1. As a result of the training, did the soldiers perform
the training objectives successfully, meeting or
exceeding the training standards?

☐☐

If neither box was checked, circle the following
statement, if it is applicable:

Soldiers not observed for this.

Comments:

2. Were the resources adequate to accomplish the
training?

☐☐

Comments:

3. What specific resource problems did you observe?

TIME:

EQUIPMENT:

TRAINING AREA CLASSROOM:

AMMUNITION:

TRAINING AIDS/DEVICES:

TRAINERS (PRINCIPAL & ASSISTANT):

OTHER PROBLEMS:

4. Did the training progress in a logical sequence toward meeting the training objectives?

☐☐

Comments:

5. Is the training sufficient as it is?

☐☐

Comments:

6. List the good and bad training points that can be emphasized during the cadre training in November:

GOOD TRAINING POINTS:

BAD TRAINING POINTS:

7. AFTER COMPLETING A BLOCK OF INSTRUCTION, INFORMALLY QUESTION ONE OR TWO STUDENTS FOR COMMENTS ON IMPROVING THE CLASS.

Summarize the comments:

8. Did some students use calculators?

☐☐

Circle the appropriate statements, if applicable:

8a. Some used calculators, & had an advantage over those who did not have calculators.

8b. Some used calculators, & did not have an advantage over those who did not have calculators.

8c. This was not observed.